



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue, Austin, TX 78701-1494

Application stamp-in date and time

Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3 : January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Vendor ID ESC DUNS
Address City ZIP Phone
Primary Contact Email Phone
Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name

Title

Email

Phone

Signature

Date

Grant Writer Name

Signature

Date

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is **not** an employee of the applicant organization.

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Bilingual teachers for a NON-mandated dual language program	Encourage bilingual staff and students to pursue bilingual education and certification by promoting the Grow Your Own Phase 1 and 2 benefits. Needs: 1 by 2020-21; 1 by 2021-22; 1 by 2022-23, 1 by 2023-24.
Special education teachers for all campuses	Encourage staff and students to pursue special education certification by promoting the Grow Your Own Phase 1 and 2 benefits. Needs: 1 by 2020-21.
Content area teachers at middle school and high school	Encourage staff and students to pursue content area certification by promoting the Grow Your Own Phase 1 and 2 benefits. Needs: Music by 2019-20. Other needs vary based on retention of current staff.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

No later than the beginning of the fall 2021 school year, at least one teacher that has either a special education certification, bilingual certification, or content area certification AND who has either been employed at VVUSD or a student at VVUSD, will be hired by the district. In addition, VVUSD will establish a partnership with TWU that allows students in the Education and Training courses to receive innovative financial incentives when pursuing teacher certification at TWU.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

One Education and Training course will be scheduled at the high school with a teacher of record selected and student enrollment in the course. Work with TWU to develop an articulation agreement for high school students in the program to receive a waiver for one Education course at TWU. This will include TWU reviewing staff credentials as well as the course syllabi.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

A current VVSD employee will be pursuing certification in bilingual education, special education, or content area certification.

Third-Quarter Benchmark

Two Education and Training courses will be scheduled at the high school with a teacher of record selected and student enrollment in the course. Have a partnership with TWU whereby high school students in the program will have one education course waived at TWU and have the application fee to TWU waived.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

VVSD will review the quarterly benchmarks to determine the progress of the program based on implementation as planned as well as the impact on the VVSD employees and students in the program.

If any of the above benchmarks are not met, VVSD will re-evaluate the program and expand its promotion of the benefits of the phases of the grant.

If no students enroll in the Education and Training courses, VVSD would consider making enrollment in the courses a requirement for students who wish to be teacher or office aides.

If no employees are able to pursue certification in the 3 areas indicated (bilingual, special education, content area), VVSD would consider expanding the program to other certification areas.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
- ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
- ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
- ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
- ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

WVSD will utilize the following criteria to select an instructor for the Education and Training courses.

1. 10 years education experience
2. Highest marks on evaluation tools for the last 3 years
3. Involvement with either education groups or student groups for the last 5 years
4. Recommendations from parents
5. Recommendations from students
6. Recommendations from administrator
7. Recommendations from colleagues

The course will NOT be a dual credit course so a bachelor's degree is sufficient.

The teacher selected will sign an MOU agreeing to remain with the district for the two years of the grant and to being the teacher supervisor for the student organization that focuses on education. This includes accompanying students to competitions. In return, the teacher will receive a stipend of \$5000 over two years.

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

VVISD will utilize the following criteria to select participants for Pathway 2:

1. Ability to finish either:
 - a. Certification in one year
 - b. Bachelor's and certification in two year grant period
2. Been employed by VVISD for the 2018-19 school year
3. Commitment to pursue certification in special education, bilingual/ESL education, and or content-areas
4. Recommendations from colleagues
5. Recommendations from administrator
6. Preference will be given to employees who will pursue the bachelor's and certification at TWU.
7. Willingness to complete certification only track at TWU
8. Signing of an MOU agreeing to work in VVISD for 3 years following the completion of the certification (certification only participants-work at VVISD from 2020-2023; bachelor and certification participants-work at VVISD from 2021-2024)
9. All funds will be paid to the EPP and/or university rather than directly to the candidate. The candidate must provide a tuition, fee, and/or book invoice for the money to be paid

VVISD will agree to grant pre-approved release time of no more than 5 days per semester for student to complete coursework.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	0	X \$11,000 =	0
Number of teachers who are teaching Education and Training courses, but not for dual credit	1	X \$5,500 =	5,500
Number of high schools with existing Education and Training courses in 2018-2019	0	X \$6,000 =	0
Number of high schools without existing Education and Training courses in 2018-2019	1	X \$9,000 =	9,000
Total Request for Pathway 1			14,500

PATHWAY TWO

☒ Check this box if you are applying for Pathway 2 **WITH** Pathway 1

Number of candidates pursuing a teacher certification only	2	X \$5,500 =	11,000
Number of candidates pursuing both a bachelor's degree and a teacher certification	2	X \$11,000 =	22,000
Request for Pathway 2			33,000
Request for Pathway 1			14,500
Total Combined Request for Pathways 1 & 2			47,500

PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
Total Request for Pathway 3			

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)

BUDGET

Teacher of Education and Training courses-stipend	5,000
Stipends for Pathway 2 participants	33,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

SUPPLIES AND MATERIALS (6300)

Education and Training courses' materials	4,000
CTSO competition materials	500

OTHER OPERATING COSTS (6400)

Travel and lodging: in-state conference	3,000
Travel and lodging: CTSO competition	1,000
Certification and test fees	1,000

Total Direct Costs 47,500

Should match amount of Total Request from page 8 of this application

Indirect Costs

0

TOTAL AMOUNT REQUESTED

47,500

Total Direct Costs plus Indirect Costs

Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

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Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

VVISD currently has an FCCLA chapter. Students taking the Education and Training courses would be required to join FCCLA and compete in at least one event. The Education and Training instructor would act as the supervisor for this competition and these students. This would grow the competitions that FCCLA members currently compete in and would help the organization to grow and develop.

VVHS currently employs two counselors for the high school: one focuses on grades 9 and 10 while the other focuses on grades 11 and 12. These two counselors would continue to encourage ALL VVISD students to consider education as a career choice. The Gifted/Talented instructor would also encourage the GT students to consider education as a career choice.

Currently, there are approximately 7 students in grades 9-11 who have indicated they are considering education as a career choice. The counselors would focus on enrolling these students in the first course. The 7th grade career instructor as well as the middle school counselor would also encourage those in middle school to consider education as a career choice.

During the 2019-20 school year, only the first course, Instructional Practices, would be offered. All students in 11th and 12th grades could enroll in this course. There would be no requirement other than interest in education as a career and membership, including one competitive event, in the FCCLA chapter.

During the 2020-21 school year, the second course, Practicum in Education and Training, would be offered in addition to the first course. Only students who were enrolled in Instructional Practices the previous year would be allowed to enroll in the Practicum. The Instructional Practices courses would continue to be open to all students in 11th and 12th grades.

For the Practicum course, students would be placed only with teachers who met the following criteria:

1. 5 years education experience
2. Highest marks on evaluation tools for the last 3 years
3. Involvement with either education groups or student groups for the last 5 years
4. Recommendations from parents and/or students
5. Recommendations from administrator
6. Recommendations from colleagues

In addition, VVISD will develop a partnership with TWU in which high school students who were in the VVISD program will have their university application fee waived as well as one education courses contingent on a TWU review of staff credentials and course syllabi.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

VVHS has around 230 students in grades 9-12. Many of the students fill their schedules with extracurricular activities that often keep them from working and thus experiencing real-work experiences. VVISD would work towards encouraging students to take the Education and Training courses because they are offered during the day but also provide that career enhancement many students desire. VVISD would not target any specific population, but instead would encourage ALL students to consider education as a career. However, as stated previously, the GT instructor would focus on students in the Gifted/Talented program.

VVISD currently has approximately 20 high school students who are seniors serving as office or teacher aides in the district. These students have the opportunity to somewhat experience education as a career at all levels of school. These positions are highly desirable to seniors. To fill these positions, the district would give preference to students enrolled in the Education and Training courses. In addition, these positions could be utilized to allow students to experience the varied aspects of being an educator and give them hands-on experience.

In addition, VVISD would implement an Education Career Day in which all teachers would share with students the best parts of being an educator. This could encourage education as a career at all levels.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

Not applicable-no dual credit courses

However, VVSD and TWU are working on an articulation agreement in which students who take VVSD Education and Training courses will have one education course at TWU waived. This will include TWU reviewing staff credentials as well as course syllabi.

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

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Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

VVISD currently employs approximately 4 individuals who would qualify for this grant and have expressed an interest. In addition, there are two more who are interested, but unfortunately, do not have enough college hours to be able to complete the program within the two year deadline. VVISD would plan to include those additional two employees as much as possible in this plan with the understanding that no grant funds could be expended on these two employees.

VVISD has communicated with Texas Women's University in Denton regarding the eligible employees utilizing TWU as the EPP. Candidates who only need certification would enroll at TWU and complete either the 21 hour or 30 hour program to receive certification. Candidates who need both their bachelor's degree and certification could enroll at any university. However, VVISD would encourage students to enroll at TWU since the district and university are pairing together for Phase 3 of this grant.

Candidates who take advantage of this program would have their initial certification exam fees paid for as well as the cost of applying for the certification. The district would also allow 5 days per semester for the student to work on the requirements from the university. VVISD would also include these candidates in all teacher trainings so that their professional capacity would be increased. In addition, administrators would be available to help the candidates with any pertinent school assignments. Since VVISD is a small district (3 campuses all on the same plot of land), candidates would be able to communicate with each other as well as teachers and administrators from each campus.